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ABSTRACT

This paper presents the results of a survey designed to identify the needed competencies of both administrative and direct service personnel in directing and implementing postsecondary support programs for students with learning disabilities. The survey was completed by 299 personnel from institutions of higher learning purported to serve students with learning disabilities. Respondents were requested to rate present and desired levels of competence for both administrative personnel and learning specialists. Fifty-nine competencies were grouped into the following categories: assessment skills, affective interventions, cognitive interventions, instructional skills, counseling/consultation skills, management/leadership skills, and research skills. Competency areas perceived as "most desired" by learning specialists were assessment skills, cognitive interventions, and instructional skills, while administrative personnel rated management/leadership skills as most desired. Personnel currently functioning in the role of the learning disability specialist indicated the need for further training on 17 individual items. Both learning disability specialists and administrative personnel requested more knowledge of assessment and of high school special education programs and personnel. The results are intended to provide educational institutions that prepare postsecondary special services personnel with direction for program development and instruction. Includes 26 references. (JDD)

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K. Norlander, S. Shaw, & J. McGuire (1989).

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**School of Education**

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# COMPETENCIES OF POSTSECONDARY EDUCATION PERSONNEL SERVING STUDENTS WITH LEARNING DISABILITIES

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Running head: COMPETENCIES OF POSTSECONDARY

Abstract

This paper presents the results of a survey designed to identify the needed competencies of both administrative and direct service personnel in directing and implementing postsecondary support programs for students with learning disabilities. Data were collected from a national sample of 299 practitioners. In addition to information about respondent characteristics, results include ratings for all items on the survey. Competency areas perceived as "most desired" by learning specialists were Assessment Skills, Cognitive Interventions and Instructional Skills, while administrative personnel rated Management/Leadership Skills as most desired. Implications for professional development activities are addressed. The need for strengthening linkages between secondary and postsecondary personnel to foster effective transition planning for students with learning disabilities is also explored.

# Competencies of Postsecondary Education Personnel Serving Students with Learning Disabilities

Vogel (1982) noted that many postsecondary institutions were beginning to develop support programs for students with learning disabilities in the early 1980's. This trend has been heightened by the 50,000 students with learning disabilities graduating from high school each year and the additional 1.9 million currently receiving learning disability services in the public schools (Ninth Annual Report, 1987). It should, therefore, be no surprise that the number of college freshmen with learning disabilities increased tenfold during the last ten years (Learning Disability Update, 1986) resulting in this group becoming the fastest growing single group of college students with disabilities receiving services (King, 1987). Information from the American Council on Education's Report, American Freshman: National Norms for fall 1987, indicates that in that year, 18% of the postsecondary population with handicaps and 1.2% of the total freshmen population were self-identified students with learning disabilities (Hirschorn, 1988).

During the last decade there has been tremendous growth in postsecondary support programs to serve these students. However, the authors of the leading text on postsecondary learning disabilities recently noted that ". . . we have found an insufficient number of college programs designed to specifically and comprehensively meet the needs of learning disabled students" (Mangrum & Strichart, 1988, pp. 5-6). Pressure on postsecondary institutions to expand programs for students with learning disabilities is coming from advocacy groups, implementation and enforcement of Section 504 of the Rehabilitation Act, open enrollment at community colleges and the need for new student markets as the cohort of traditional college age students continues to decline (Mangrum & Strichart, 1988; Shaw & Norlander, 1986). The current federal initiative on post high school transition for students with handicaps puts additional pressure on postsecondary institutions (HEATH, 1987).

## Training Issues

Although most current transition training relates to the world of work, there are beginning attempts to

train postsecondary personnel. Training programs exist for college level disabled student services personnel (Ohio State University), postsecondary/adult counselors (New York University), postsecondary service providers (University of Oregon), and leadership personnel for learning disability college programs (University of Connecticut). However, there are numbers of unresolved preparation issues regarding postsecondary personnel providing service to students with learning disabilities.

Whereas elementary and secondary learning disability support programs are usually the primary responsibility of special education personnel, that is not the case at the postsecondary level. Professionals from counseling, rehabilitation, social work, school psychology, and higher education are often in positions with primary responsibility for educational programming for postsecondary students with learning disabilities (Blosser, 1984; Shaw, Norlander, & McGuire, 1987). College learning disability programs are typically coordinated by Directors of Disabled Student Services. Only 9% of the directors surveyed by Blosser (1984) were trained in special education. It is, therefore,

not surprising that these service providers perceived training in learning disabilities as a major priority. Similarly, a position paper issued by The National Joint Committee on Learning Disabilities (1985) states that "few professionals have been prepared adequately to work with adults who demonstrate learning disabilities" (p. 1).

## Teacher Qualifications

Years ago, Sam Kirk (1965) alluded to the problem we now face:

> Under the pressure of extreme shortages of professional personnel, a major issue becomes whether to a) focus on immediate needs in terms of the numbers without regard to quality; b) concentrate on quality in the preparation of professional personnel, even though it may mean a decrease in the numbers thus prepared; or c) find a radically new method of accomplishing both goals at the same time. (p. 102)

In the late 1970s we faced the same problem in regard

to secondary special education personnel. The response to meet immediate needs resulted in poorly planned programs and inadequately prepared teachers (Johnston, 1984; Smith-Davis, Burke, & Noel, 1984; Wells, Schmid, Algozzine, & Maher, 1983).

Numerous efforts have been made to establish professional standards for special education personnel serving children with handicaps. The Council for Exceptional Children adopted Standards for the Preparation of Special Education Personnel and Standards for Professional Practice (Council for Exceptional Children, 1983). In 1978 the Division for Children with Learning Disabilities published competency statements for personnel serving students with learning disabilities in public schools. Newcomer (1982) reported a study of learning disability teachers' self-ratings on those competencies. Recently, Hudson, Morsink, Branscum, and Boone (1987) reviewed twenty years of competency literature in learning disabilities to identify sixteen competency statements in the areas of knowledge, planning and evaluation, curriculum content, clinical teaching strategies, and behavior management. The relationship

between qualifications and personnel competencies has not yet been addressed at the postsecondary level. If postsecondary preparation is to be effective and if institutions of higher education are to hire appropriate personnel, such investigation must proceed.

## Competencies of Postsecondary Personnel

Professionals who are skilled in working with students with learning disabilities are critical to postsecondary program development (Mangrum & Strichart, 1988). The heterogeneity of adults with learning disabilities and the diversity of postsecondary institutions require support personnel to have a wide range of knowledge and skills. The ability to identify learner needs, train students in learning strategies and compensatory skills, provide learning accommodations, and develop social and emotional competence are important in meeting the needs of this population. Competencies in training and supervising personnel in modeling and reinforcing these skills as well as administrative abilities relative to a higher education setting would be important for leadership personnel (Shaw, Norlander, & McGuire, 1987).

Unfortunately, teacher educators have typically worked only with school age children and, therefore, are themselves ill equipped to implement preparation programs regarding handicapped adolescents and adults (Smith-Davis, Burke, & Noel, 1984). Appropriate programming for "adults with learning disabilities is predicated on a clear understanding of how their condition influences their learning and performance" (The National Joint Committee on Learning Disabilities, 1985, p. 2). It is, therefore, necessary to identify the competencies needed by professionals so that inservice and preservice training programs can be developed to prepare personnel to effectively work at the postsecondary level. This paper builds on the work described above to identify the competencies needed by administrative and direct service personnel in learning disability programs at the postsecondary level.

## Method

### Instrumentation

In an effort to more clearly identify needed competencies of both administrative and direct services personnel, a survey, Competencies of Postsecondary

Learning Disability Personnel (Norlander, Shaw, & Czajkowski, 1986), was designed to tap both present and desired levels of competence. The competencies identified in the survey were developed based upon a task analysis of the roles and responsibilities of postsecondary learning disability personnel, feedback from directors of exemplary programs (content experts) across the country, and a review of the competency literature in personnel preparation of the last two decades. Twenty professionals were included in the sample of content experts. Their feedback was incorporated in developing the final version of the competency survey which was then mailed to personnel from 700 institutions of higher learning purported to serve students with learning disabilities.

Directions on the survey requested that the respondents rate present and desired levels of competence for both administrative personnel and learning specialists. Items were rated on a five-point Likert type scale from 1=no skill to 5=very high skill. The items or individual competencies were grouped in the following categories: Assessment Skills, Affective Interventions, Cognitive

Interventions, Instructional Skills and Techniques, Counseling/Consultation Skills, Management/Leadership Skills, and Research Skills. A principle components factor analysis with a varimax rotation was employed to verify the construct validity of the competency survey. Administrators' data were selected for analyses as this group represented the largest sample from the two respondent groups. Of the 299 cases, 240 answered items with respect to present levels of competence for administrators. This analysis is presented in Table 1 and the results of this analysis parallel, to a fair degree, the initial categories delineated on the survey. While a small number of items received "split" loadings, the factors were conceptually nameable and reflected the categories of competence identified in the survey. The three areas of competence identified in Factors II, VI, and VII were originally conceptualized within the survey as consultation/counseling skills and management/ leadership skills.

Sample Characteristics

The mailing was sent to all members of the Learning Disability Special Interest Group of the Association on

Handicapped Student Service Programs in Postsecondary Education and individuals identified as the contact person of learning disability support programs in various learning disability college guides. The initial mailing and a follow-up mailing resulted in a sample of 299, a response rate of 43%. Survey directions included brief definitions of who might "fit" the labels Administrative Personnel or Learning Disability Specialist (direct service personnel). A review of Table 1 indicates an almost equal split between these two categories of personnel with 7.6 percent of the respondents indicating that they were responsible for both sets of job duties. Tables 2 and 3 delineate more comprehensively Respondent and Institutional Characteristics. Limitations of any study relying on survey data should always be considered. In particular, 75 respondents in this study did not identify their specific job classification, although they did respond to most survey items for both administrative and direct service personnel.

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Insert Tables 2 and 3 about here.

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## Results

Table 4 delineates responses to competency items on the survey as perceived by both learning disability specialists and administrative personnel. Mean item responses are included for both present and desired competency levels.

Items which were rated at 4.5 or greater were defined as "most desired." Further examination of Table 4 indicates that Assessment Skills, Cognitive Interventions, and Instructional Skills and Techniques were rated as most desired areas of competence for learning disability specialists. Items reflecting Counseling/Consultation Skills generated mixed ratings. Two competencies (Items 33 and 37) were perceived equally for both groups to be most desired, whereas respondents differed according to their roles in their ratings for Items 40 and 41. Competencies in the area of Management/Leadership Skills were rated most desired for administrative personnel. It is interesting to note that the competency areas of Affective Interventions and Research Skills yielded no items with ratings of 4.50 or greater, suggesting that

respondents did not perceive these items to be "most desired." Table 4 also profiles training needs as indicated by items receiving a 1.00 or greater mean difference between respondents' present and desired levels of competence. With the exception of the "skill to interpret standardized tests of academic achievement", administrative personnel did not report a perceived difference between present and desired skill levels in the area of Assessment. Yet this area was rated for learning disability specialists as requiring the most change. Selected items in the areas of Affective Interventions, Cognitive Interventions, and Instructional Skills were also identified as areas of training need for the learning disability specialists. Interestingly, administrative personnel were perceived as needing little further education in most competency areas with the exception of interpreting tests of academic achievement, writing competitive grants, and being knowledgeable of high school special education programs. As research skills were not rated as highly desired, it is not surprising that there were no "significant" differences between present and desired skill levels.

Insert Table 4 about here

## Discussion

The results of this survey provide educational institutions that prepare postsecondary special services personnel with direction for program development and instruction. In fact, personnel currently functioning in the role of the learning disability specialist indicated the need for further training on 17 individual items. Findings may also prove beneficial to those institutions of higher learning that are hiring personnel to administer and provide services in learning disability college programs. Assessment skills are seen as competencies needed by learning disability specialists as well as administrators. This finding is consistent with Johnston (1984) and Mellard and Deshler (1984) who note the need for personnel knowledgeable about assessment, program implementation, and program evaluation. And, if we are to be responsive to the 1985 position paper by the National Joint Committee on Learning

Disabilities which indicates that "program selection and choice of intervention strategies must be based on the results of a comprehensive and integrated assessment of the individual" (p. 2), all personnel involved must be aware of the appropriate routes to the evaluation of adult learners.

In addition to the call for strengthened skill in the assessment domain, both learning disability specialists and administrative personnel requested more knowledge of high school special education programs and personnel. This may directly relate to transition issues for students with learning disabilities and the collaboration which will need to take place between high school and postsecondary personnel. Transition projects developed at Long Island University (Seidenberg, 1986), the University of Minnesota (Aase & Price, 1987), the University of Connecticut (Shaw, 1988), the University of Wisconsin - Whitewater (Dalke & Franzene, 1988), and the Human Resources Center in Albertson, N.Y. (Michaels, 1987) represent examples of efforts to ensure effective transition from high school to college. Institutions of higher education need to commit resources and personnel to help high school

students with learning disabilities identify and access appropriate postsecondary options.

Professional standards for personnel working with children with handicaps have been developed by the Council for Exceptional Children. At this point in time there are no similar standards for the growing cohort of professionals educating adults with disabilities. The Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), a national organization promoting participation of individuals with disabilities in postsecondary education, is exploring the development of professional standards. It is hoped that these data will contribute to that effort.

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'able 1

'rincipal Components Analysis, Present Competency Ratings of Administrative Personnel (N=204)

| Factor I 'Assessment Skills" | | Factor II "Consultation/ Leadership Skills" | | Factor III "Research Skills" | | Factor IV "Instructional Skills" | | Factor V "Affective Interventions" | | Factor VI "Counseling Skills" | | Factor VII "Managment Skills" | | Factor VIII "Unnamed" | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| tem # | Loading | Item # | Loading | Item # | Loading | Item # | Loading | Item # | Loading | Item # | Loading | Item # | Loading | Item # | Loading |
| S 5 | .8801 | CS 37 | .7713 | RS 54 | .8660 | IS 27 | .8065 | AI 19 | .7701 | CS 36 | .7668 | ML 45 | .6938 | CI 21 | .5365 |
| S 6 | .8472 | CS 40 | .7293 | RS 56 | .8567 | IS 29 | .7103 | AI 17 | .7645 | CS 35 | .7277 | ML 46 | .5995 | | |
| S 9 | .8068 | ML 47 | .7087 | RS 55 | .8534 | IS 30 | .7039 | AI 18 | .7518 | AS 13 | .6579 | ML 43 | .3938 | | |
| S 7 | .8021 | CS 33 | .6939 | RS 53 | .8378 | IS 28 | .6999 | AI 16 | .5967 | CS 34 | .5403 | | | | |
| S 4 | .7930 | ML 42 | .6856 | RS 58 | .7813 | IS 26 | .6551 | AS 12 | .5402 | | | | | | |
| S 3 | .7901 | IS 31 | .6739 | RS 59 | .7992 | IS 25 | .6068 | | | | | | | | |
| S 10 | .7699 | CS 39 | .6479 | RS 57 | .6658 | CI 24 | .5934 | | | | | | | | |
| S 8 | .7461 | ML 51 | .6300 | ML 48 | .6002 | IS 32 | .5867 | | | | | | | | |
| S 2 | .6929 | CI 20 | .6142 | ML 50 | .5635 | CI 22 | .4576 | | | | | | | | |
| S 1 | .6606 | ML 49 | .5951 | ML 52 | .4961 | | | | | | | | | | |
| S 11 | .6579 | CS 41 | .5872 | | | | | | | | | | | | |
| S 15 | .5259 | CS 38 | .5211 | | | | | | | | | | | | |
| S 14 | .4934 | ML 44 | .5211 | | | | | | | | | | | | |
| I 23 | .4749 | ML 50 | .4631 | | | | | | | | | | | | |

Letter codes refer to original category placement on competency survey:
AS = Assessment Skills; CI = Cognitive Interventions; CS = Counseling/Consultation Skills; ML = Management/Leadership Skills;
IS = Instructional Skills and Techniques; RS = Research Skills; AI = Affective Interventions.
All item stems can be found in Table 6.

Table 2

Respondent Characteristics (N=299)

| CHARACTERISTICS | NUMBER IN CATEGORY |
|---|---|
| **AGE RANGE** | |
| 25 and under | 1 |
| 26-35 | 65 |
| 36-45 | 103 |
| over 45 | 63 |
| No response | 67 |
| **SEX** | |
| Male | 163 |
| Female | 68 |
| No response | 68 |
| **ROLE** | |
| Administrator | 94 |
| Direct Service | 89 |
| Both | 39 |
| Neither | 2 |
| No Response | 75 |
| **PERCENT TIME WORK WITH LD STUDENTS** | |
| 1- 25 | 91 |
| 26- 50 | 54 |
| 51- 75 | 23 |
| 76-100 | 23 |
| No response | 78 |

Table 3

Institution Characteristics (N-299)

| CHARACTERISTICS | NUMBER IN CATEGORY |
|---|---|
| **TYPE OF INSTITUTION** | |
| University | 97 |
| College (four-year) | 44 |
| Community or Junior College | 80 |
| Other | 6 |
| No Response | 72 |
| **FUNDING SOURCE** | |
| Public | 176 |
| Private | 46 |
| No Response | 77 |
| **ESTIMATED STUDENT POPULATION** | |
| 30 - 1,000 | 21 |
| 1,001 - 5,000 | 65 |
| 5,000 - 10,000 | 46 |
| 10,001 - 20,000 | 42 |
| Over 20,000 | 39 |
| No Response | 86 |
| **NUMBER OF STUDENTS CLASSIFIED LD** | |
| 2 - 30 | 97 |
| 31 - 60 | 52 |
| 61 - 100 | 30 |
| 101 - 150 | 14 |
| 151 - 200 | 6 |
| over 200 | 12 |
| No response | 89 |

Table 4

Competencies of Postsecondary Learning Disability Personnel: Mean Rankings*

ASSESSMENT SKILLS

Have competence in understanding the theoretical rationale and practical applications of individual assessment as it relates to learning disabled (LD) college students.

| | LEARNING DISABILITY SPECIALIST | | | ADMINISTRATIVE PERSONNEL | | |
|---|---|---|---|---|---|---|
| | PRESENT | DESIRED | DIFFERENCE | PRESENT | DESIRED | DIFFERENCE |
| 1. To be able to evaluate the psychometric propoerties and usefulness of assessment instruments. | 3.41 | 4.55 | 1.14 | 2.82 | 3.79 | .97 |
| 2. To be able to use evalution data in diagnosing learning disabilities. | 3.44 | 4.66 | 1.22 | 2.70 | 3.62 | .92 |
| 3. To administer standardized tests of intelligence. | 2.93 | 3.80 | .87 | 2.34 | 2.73 | .39 |
| 4. To interpret standardized tests of intelligence. | 3.30 | 4.43 | 1.13 | 2.98 | 3.61 | .63 |
| 5. To administer and interpret standardized tests of academic achievement. | 3.57 | 4.43 | .86 | 2.99 | 3.41 | .53 |
| 6. To interpret standardized tests of academic achievement. | 3.79 | 5.00 | 1.21 | 3.00 | 5.00 | 2.00 |
| 7. To be able to administer criterion referenced assessments of academic abilities | 3.31 | 4.42 | 1.31 | 2.63 | 3.31 | .68 |
| 8. To be able to interpret criterion referenced assessment | 3.41 | 4.57 | 1.61 | 2.91 | 3.73 | .82 |
| 9. To administer standardized tests of information processing. | 3.23 | 4.32 | 1.09 | 2.43 | 3.13 | .70 |
| 10. To interpret standardized tests of information processing. | 3.41 | 4.53 | 1.12 | 2.71 | 3.55 | .84 |
| 11. To utilize diagnostic/ prescriptive teaching techniques and other informal assessment procedures. | 3.57 | 4.74 | 1.17 | 2.76 | 3.52 | .76 |
| 12. To be able to assess social skills and behaviors. | 3.61 | 4.60 | .99 | 3.37 | 4.00 | .63 |

* Ratings range from 1-5 with 1=no skill to 5=very high skill level.

Table 4 (continued)

| | LEARNING DISABILITY SPECIALIST | | | ADMINISTRATIVE PERSONNEL | | |
|---|---|---|---|---|---|---|
| | PRESENT | DESIRED | DIFFERENCE | PRESENT | DESIRED | DIFFERENCE |
| 13. To be able to administer and interpret career interest and vocational aptitude tests. | 3.02 | 3.88 | .86 | 2.92 | 3.39 | .47 |
| 14. To be able to write, with a team, psychoeducational evaluations. | 3.36 | 4.30 | .94 | 2.69 | 3.49 | .80 |
| 15. To be able to effectively communicate evaluation results with students. | 3.88 | 4.77 | .89 | 3.47 | 4.18 | .71 |
| **AFFECTIVE INTERVENTIONS** | | | | | | |
| Have competence in understanding and interpreting the affective needs and problems of LD college students. | | | | | | |
| 16. Demonstrate an awareness of behavior theory, modeling, and other related methods of intervention. | 3.57 | 4.46 | .89 | 3.14 | 3.90 | .76 |
| 17. To be able to identify behaviors that indicate emotional disturbance as either a primary or concommitant disability. | 3.48 | 4.44 | .87 | 3.18 | 3.91 | .73 |
| 18. To be able to identify appropriate intervention strategies to effectively address lack of social competence as a concommitant problem, and ameliorate inappropriate social relations. | 3.31 | 4.32 | 1.01 | 2.99 | 3.90 | .91 |
| 19. To be able to identify behaviors that indicate inappropriate social relations that may interfere with a student's optimal accomplishments. | 3.66 | 4.45 | .79 | 3.34 | 3.99 | .65 |

Table 4 (continued)

COGNITIVE INTERVENTIONS

(Demonstrate competence in the understanding of the academic demands placed upon LD college students and the learning strategies these learners bring to the academic environment).

| | LEARNING DISABILITY SPECIALIST | | | ADMINISTRATIVE PERSONNEL | | |
|---|---|---|---|---|---|---|
| | PRESENT | DESIRED | DIFFERENCE | PRESENT | DESIRED | DIFFERENCE |
| 20. To be knowledgeable of the academic demands placed upon LD college students. | 3.99 | 4.82 | .83 | 3.95 | 4.65 | .70 |
| 21. To be knowledgeable of the effects of study skills upon academic success. | 4.12 | 4.85 | .99 | 4.01 | 4.54 | .53 |
| 22. Understands the implications of various learning theories and their impact upon academic success. | 3.60 | 4.59 | .99 | 3.29 | 4.11 | .82 |
| 23. Is knowledgeable in the areas of information processing, memory and intelligence. | 3.55 | 4.67 | 1.12 | 3.17 | 4.08 | .91 |
| 24. Is knowledgeable in the areas of learning strategies, self-monitoring (megacognition), and problem solving. | 3.60 | 4.75 | 1.15 | 3.11 | 4.09 | .98 |

INSTRUCTIONAL SKILLS AND TECHNIQUES

Demonstrate proficiency in the planning and delivery of instruction to LD college students.

| | | | | | | |
|---|---|---|---|---|---|---|
| 25. To be able to determine student needs and the interventions to meet those needs. | 3.82 | 4.84 | 1.02 | 3.30 | 4.21 | .91 |
| 26. To be competent in the use of supportive technology (word processors, computers, texts on tape, etc.). | 3.41 | 4.62 | 1.21 | 3.13 | 3.99 | .86 |
| 27. To be able to effectively provide direct instruction in writing, spelling, math, and reading. | 3.58 | 4.48 | .90 | 2.71 | 3.10 | .39 |
| 28. To be able to effectively provide direct instruction in study skills such as note-taking, outlining, and exam taking. | 3.75 | 4.66 | .91 | 3.04 | 3.33 | .29 |

Table 4 (continued)

| | LEARNING DISABILITY SPECIALIST | | | ADMINISTRATIVE PERSONNEL | | |
|---|---|---|---|---|---|---|
| | PRESENT | DESIRED | DIFFERENCE | PRESENT | DESIRED | DIFFERENCE |
| 29. To be able to effectively provide direct instruction in learning strategies (Paired Associate Learning, Rehearsal, etc.) | 3.16 | 4.58 | 1.42 | 2.36 | 3.09 | .73 |
| 30. To be able to utilize diagnostic prescriptive teaching to plan effective instruction. | 3.41 | 4.52 | 1.11 | 2.51 | 3.19 | .68 |
| 31. To be familiar with support services on campus which might be of service to LD students so appropriate referrals might be made. | 4.12 | 4.82 | .70 | 4.36 | 4.69 | .33 |
| 32. To be able to formulate individual goals and objectives for students. | 3.94 | 4.75 | .81 | 3.54 | 4.08 | .54 |
| COUNSELING/CONSULTATION SKILLS | | | | | | |
| Demonstrate the ability to act in a counseling/consultation role. | | | | | | |
| 33. Can establish and maintain rapport with LD college students. | 4.23 | 4.87 | .64 | 4.13 | 4.51 | .38 |
| 34. Is able to implement and monitor individual and group counseling sessions. | 3.42 | 4.21 | .79 | 3.33 | 3.88 | .55 |
| 35. Can appropriately assist with the selection of a major and consequent course of study. | 3.52 | 4.24 | .72 | 3.49 | 3.76 | .27 |
| 36. Is able to knowledgeably assist with formulating career/vocational decisions. | 3.28 | 4.16 | .88 | 3.31 | 3.66 | .35 |
| 37. Can establish and maintain rapport with college faculty and administration. | 3.87 | 4.72 | .85 | 4.25 | 4.78 | .53 |
| 38. Is able to implement and monitor individual and group inservice sessions. | 3.57 | 4.41 | .84 | 3.86 | 4.42 | .56 |
| 39. Is able to consult with advisors relative to the appropriate selection of a major by individual students. | 3.71 | 4.38 | .67 | 3.80 | 4.09 | .29 |
| 40. Is able to consult with faculty, staff, and administration relative to appropriate modifications of coursework or course of study for each student. | 3.89 | 4.66 | .77 | 3.87 | 4.43 | .56 |

Table 4 (continued)

| | LEARNING DISABILITY SPECIALIST | | | ADMINISTRATIVE PERSONNEL | | |
|---|---|---|---|---|---|---|
| | PRESENT | DESIRED | DIFFERENCE | PRESENT | DESIRED | DIFFERENCE |
| 41. Can facilitate appropriate curriculum modifications (.e., lowered course loads, course waivers, and exam modifications). | 3.62 | 4.46 | .84 | 3.94 | 4.50 | .56 |
| MANAGEMENT/LEADERSHIP SKILLS | | | | | | |
| 42. To be able to work effectively with regional, state, and national organizations directly dealing with LD adults (i.e., rehabilitation services, ACLD, AHSSPPE, etc.) | 3.45 | 4.32 | .87 | 3.56 | 4.34 | .78 |
| 43. To be knowledgeable of critical learner variables essential for success at your institution. | 3.58 | 4.57 | .99 | 3.58 | 4.41 | .83 |
| 44. Can implement procedures to meet 504 mandates in post-secondary settings. | 3.48 | 4.27 | .79 | 4.00 | 4.66 | .66 |
| 45. Is able to design appropriate LD college support programs. | 3.52 | 4.33 | .81 | 3.64 | 4.57 | .93 |
| 46. Is able to implement appropriate LD college support services. | 3.51 | 4.45 | .93 | 3.73 | 4.62 | .89 |
| 47. Can effectively collaborate with higher education personne. | 3.77 | 4.51 | .74 | 4.16 | 4.77 | .61 |
| 48. Can write competitive grant applications. | 2.81 | 3.80 | .99 | 3.39 | 4.51 | 1.12 |
| 49. Can manage personnel in a way which encourages productivity and job satisfaction. | 3.33 | 3.98 | .65 | 3.87 | 4.77 | .90 |
| 50. Can identify, develop, and manage the resources (fiscal, personnel, facilities) for successful program operation. | 2.97 | 3.60 | .63 | 3.91 | 4.80 | .89 |
| 51. Is able to project a positive image of the program to constituencies within and external to the postsecondary institution. | 3.84 | 4.62 | .78 | 4.12 | 4.86 | .74 |
| 52. To be knowledgeable of high school special education programs and personnel. | 3.16 | 4.22 | 1.06 | 3.23 | 4.24 | 1.01 |

Table 4 (continued)

RESEARCH SKILLS

Demonstrate competence in the theory and practice of educational research and program evaluation.

| | | LEARNING DISABILITY SPECIALIST | | | ADMINISTRATIVE PERSONNEL | | |
|---|---|---|---|---|---|---|---|
| | | PRESENT | DESIRED | DIFFERENCE | PRESENT | DESIRED | DIFFERENCE |
| 53. | Demonstrates knowledge of descriptive and inferential statistics. | 2.78 | 3.55 | .77 | 2.85 | 3.69 | .84 |
| 54. | Demonstrates knowledge of statistical techniques. | 2.74 | 3.47 | .73 | 2.85 | 3.65 | .80 |
| 55. | To be able to apply statistical procedures in educational techniques. | 2.71 | 3.51 | .80 | 2.79 | 3.62 | .83 |
| 56. | Demonstrates knowledge of qualitative and quantitative research procedures. | 2.84 | 3.57 | .73 | 2.94 | 3.80 | .86 |
| 57. | To be able to conduct program evaluations. | 3.12 | 3.94 | .82 | 3.62 | 4.44 | .82 |
| 58. | To be able to do applied research. | 2.75 | 3.46 | .71 | 3.02 | 3.84 | .82 |
| 59. | To be able to read and interpret research findings. | 3.45 | 4.23 | .78 | 3.69 | 4.38 | .69 |

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This survey was developed by Drs. Kay Norlander and Stan Shaw, and Ms. Ania Czajkowski at The University of Connecticut (1986). The authors request that reproductions be made only with permission.

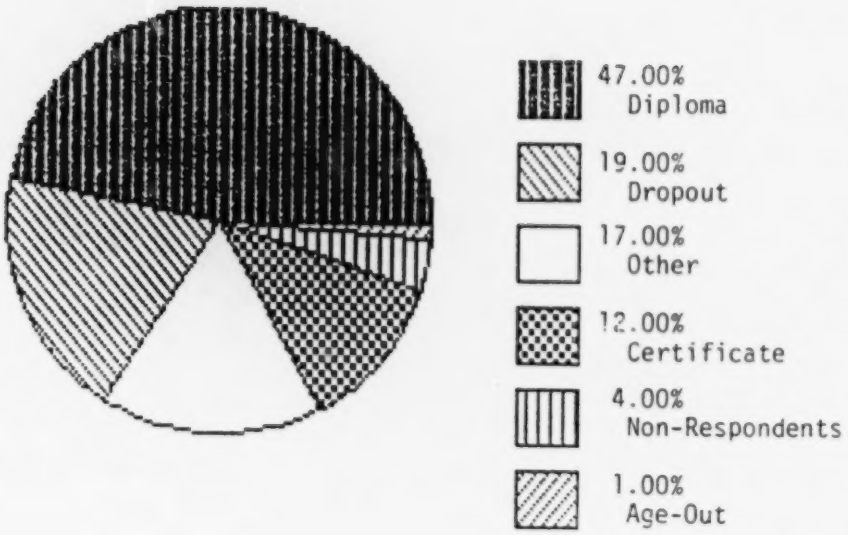


Figure 2. Percent of learning disabled students 16 years and older exiting the educational system according to the basis of exit (Ninth Annual Report, 1987).